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Pengaruh Regulasi Diri Terhadap Stres Akademik Pada Siswa Yang Mengikuti Pembelajaran Tatap Muka Pasca Pandemi Covid

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Article Info	ABSTRACT
Article history: Received - Revised - Accepted - Keywords: Self-regulation; Academic stress	<p>The change from distance learning to face-to-face learning during the COVID-19 pandemic has become a significant challenge for students. One important aspect in facing this change is self-regulation. This research uses a quantitative approach with a sample of 143 students of SMA Negeri 13 Samarinda after the COVID-19 pandemic who were selected using a probability sampling technique, namely a random technique that does not randomly omitted. The instruments used in this research were the Self-Regulation Scale and the Academic Stress Scale. The collected data was analyzed using statistical regression techniques to determine the relationship between self-regulation and academic stress. The research results show that there is an influence of self-regulation on academic stress in SMA Negeri 13 Samarinda students who took part in face-to-face learning after the COVID pandemic. The coefficient of determination (R²) has a value of 0.106 or 10.6%. These findings suggest that academic stress variable account for the variance in self-regulated learning, while 89.4% is attributed to unmodeled variables.</p>

ABSTRAK

Perubahan dari pembelajaran jarak jauh (PJ) ke pembelajaran tatap muka (PTM) selama masa pandemi COVID-19 telah menjadi tantangan yang signifikan bagi siswa. Aspek kunci dalam mengatasi perubahan ini adalah regulasi diri. Penelitian ini menggunakan pendekatan kuantitatif dengan melibatkan 143 siswa SMA Negeri 13 Samarinda pasca pandemi COVID-19, yang dipilih menggunakan teknik probabilitas sampling atau pengambilan sampel acak. Instrumen penelitian mencakup Skala Regulasi Diri dan Skala Stres Akademik. Analisis data dilakukan dengan menggunakan teknik statistik regresi untuk menilai hubungan antara regulasi diri dan stres akademik. Temuan penelitian menunjukkan bahwa terdapat pengaruh regulasi diri terhadap stres akademik pada 143 siswa Negeri 13 Samarinda yang mengikuti pembelajaran tatap muka pasca pandemi COVID-19. Koefisien determinasi (R²) menunjukkan nilai sebesar 0,106, mengindikasikan bahwa regulasi diri berkontribusi sebesar 10,6% dalam mempengaruhi stres akademik, sementara 89,4% faktor lain yang belum diidentifikasi turut memengaruhi stres akademik.

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